Group 1

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Drawing Conclusions and Reflecting on Learning (p. 36) [ Doug and Kayla]

By the conclusion of week two of the Billy the Kid unit, students should have already chosen the sources and relevant information for the end of unit project. Furthermore, the teacher should have had the opportunity to conference with each group before moving onto the Mode of Expression. In order to reach this point, the students must have previously compiled the important information and discussed within the group which portions of that information would be needed in the end product. In this way, the students must make conclusions on the information they have gathered (including the primary and secondary sources, images and citations), by comparing and contrasting the information, making inferences, and conducting further research. The conclusions made, and the information gathered, should be compiled and published in some form (similar to science inquiry).

Our text asks us to help learners draw conclusions and reflect on learning. The major aspects of this is visible in “creating narratives in an authentic use of historical information”, the integration of history in a variety of subjects, teachers applying scaffolding, and focusing attention on “questions of historical significance” (Levstik, 2011, p. 36).

The introduction of the oral histories of Billy the Kid allows for an authentic and creative narrative, the stories help change the character Billy the Kid into a tangible and real person. This ability to transform the larger than life persona of Billy the Kid into someone the learners could identify with (whether in regard to locations traveled, or as a person who keeps his promises), enables interest and retention of knowledge to increase. In regards to history being integrated into additional subjects it would be easy to make a connection to some type of artistic activity but a more valuable educational connection could be made in language arts. An integrated lesson comprised of reviewing the text in the oral history provided by Francisco Trujillo and comparing it to modern conversational English is one possibility. Additionally, a diary assignment, where the students write as one of Billy the Kids companions would be both authentic and memorable.

Scaffolding is an important aspect helping students draw conclusions and reflect on the material they are learning. The lesson, “Billy the Kid” allows for think-pair share style scaffolding to get the students thinking and discussing their previous knowledge. The provided oral histories of Trujillo and Bousman and enables further discussion to develop, ultimately allowing for a gradual release of responsibility where the students take ownership of the acquisition of knowledge. Another form of scaffolding that would be successful would be a pausing to ask questions between sections, ensuring everyone was comprehending what was actually taking place. The Trujillo oral history for example runs back and forth between gangs and location, a student new to this style learning may confuse important details, stopping and asking “Who was just killed there?” or “Why was that person killed?”, can emphasis drawing conclusions and reflection through increased analytical discussion. Finally the aspect of material relevance in regard to focus on historical significance is essential to drawing conclusions and reflection. The oral history of Billy the kid is informative and very interesting however it is a precursor to the more relevant material, westward movement in the United States. The student’s interest, obtained by the authentic lesson, enables the ability to use and analyze primary sources to grow as well as being able to analyze their significance.

Overall, the Billy the Kid lesson provides an excellent opportunity to bring drawing conclusions and reflecting on learning into the classroom.

Imaginative Entry (p. 47) [ Chad]

Our lesson plan is about Billy the Kid.  This lesson relates to the westward movement in the United States in the late nineteenth and early twentieth centuries. Students analyze the role that gunfighters played in the settlement of the West and distinguish between their factual and fictional accounts using American Life Histories: Manuscripts from the Federal Writers' Project, 1936-1940.  One way to have good disciplined inquiry is the use of imaginative entry.  A teacher can use imagination to help students get a deeper understanding of the lesson.  Students can use photos of people, see what people wear, and this really allows the students to get more of a sense of what they are studying.  Another good way to get the students more involved would to allow them to research someone and have the students role play their person to the rest of the class.  I believe that this helps the students learn more because it is more fun.

Collecting and Interpreting Information (p. 48) [ Madeline]

The Billy the Kid lesson also focuses on collecting and interpreting information because it requires students to collect, interpret and utilize primary resources for their themes and portfolios. For example, “Once students have demonstrated success in identifying relevant, meaningful sources for their themes, and the teacher has provided feedback to help them build a portfolio of useful sources linked to their Core Historical Themes and Topics, the groups should identify the project format or its’ Mode of Expression.” The instructions clearly explain that teacher facilitates the students and helps them assure their resources are appropriate. Furthermore, students are encouraged to interpret their information by being able to indentify “relevant, meaningful sources for their themes…”

**Additionally address each of the following bullets to complete this assignment:**

* [Doug] **Describe how the relevant characteristics of disciplined inquiry are used in this lesson. Attempt to address each of the disciplined inquiry characteristics as discussed in Chapters 1 and 2 of the *Doing History* textbook.**

History involves multiple activities and purposes:

-The lesson was easily tied to a social studies and language arts standard

- The variety of source material allows for development in understanding interviewing and primary source material

History helps us picture possible futures:

* The oral histories of Billy the kid present him in multiple lights/aspects, these complexities in the nature of one individual can highlight the ease with which aspect of the future can be altered or effected

History is about significant themes and questions:

* These oral histories involving gunfighters are exciting ways to narrate the story of the American migration westward

History is interpretive:

* History is interpretive, as the students discuss their understanding of the events of Billy the Kid and America’s westward migration differing views arise based on perceived significances of the interweaving events

History is explained through narratives:

* Oral histories are relevant in this aspect as they allow us to hear the version of the events from someone that as there, this allows for context and insight that would otherwise be lost

History is more than politics:

* Within the oral histories of Billy the kid we hear of the “politics” of Billy being deputized and then of charges being brought against him. While these aspects are important they do not speak to the reasons Billy the kid was well like and supported, for these views a holistic view of history and all those involved is necessary.

History is controversial:

* While portraying Billy the kid as someone who was well-liked, and kept his word, Trujillo presents a face of Billy the kids that may not be received favorably. I assuring all aspects of history are presented, the complexities of man (and woman) ensure controversy.

Teaching and learning must have purpose:

* As touched on the greater purposes of critical review of primary sources and the westward expansion of the United States is the underlying and main purpose

Learning means in-depth understanding:

* The in-depth understanding of this lesson is not in whether the student remember if Pat Garret shot Billy the kid in the back or the in the stomach. The main idea is to encourage the development of schema, where the learner is not memorizing facts but understanding processes that can be then applied in other aspects of education and life.

Instruction must be built on student’s prior knowledge:

* The story of gun fighters in the west represents something different to all individuals, therefore the oral history will unfold and make different connections with each individual learner. These connections to previously held knowledge enables quicker retention and deeper understanding.

Teaching means scaffolding:

* This lesson as with all lessons requires scaffolding to be effective. This lesson is authentic as it contains and portraits “comparison of conflicting ideas” in the representations of Billy the Kid (Levstik, 2011, p. 17). Additionally, the interactions within the oral histories and the interactions made possible for the teacher and student also emphasis the possibility and importance of scaffolding.
* [Kayla] **Determine the initiation, modeling, guided and independent practices that are used in this lesson. If the lesson doesn’t address these, then devise these for this lesson based on what is missing.**

**Initiation:**

The students will begin by conducting an analysis of the primary sources presented in the online activity. Individually, or in the groups used for the remainder of the activity, the students will compare and contrast the documents and make a primary assumption on the information that is fact and that which is fabricated.

**Modeling:**

The teacher may begin by modeling an analysis of primary sources through a think-aloud. In this way, the teacher will model what is expected of them and give them strategies that they can use in the future. Before the interview portion of the project, the students and teachers can develop a list of interview questions together, to allow the students to think critically about what information the interviewer wants to gain from the interview.

**Guided Practice:**

When the class is broken into groups, the teacher will allow the students to begin research on primary sources, and will move among the groups to provide scaffolding when needed. This will allow the students who need extra support to receive it, and the students with a firm understanding to continue on their own. During the interview portion, the teacher may wish to allow the students to do a mock interview during a one-on-one conference to develop confidence in the interviewer, and to review the questions the interviewer has chosen.

**Independent Practice:**

A majority of the project is to be conducted individually by the students and within their groups with little guidance from the teacher. The students will research and compile resources and will provide an analysis for the sources chosen. The students will compile a list of questions for an interview, and will choose a method of presentation. Last, the students will create their final presentation and present it to the class. Because this is a largely independent activity, much of the teacher involvement will occur during mini-lessons and one-on-one or group conferences.

[Madeline] **Describe at least two assessment(s) in this lesson and then discuss at least two additional assessments that could be used with this lesson.**

* + **2 assessments found in the lesson:**
    - A formative assessment is done by the instructor after providing feedback to the students to help them build up their useful sources for their themes and topics portfolio.
    - The instructor also assesses the students by listening to students work on developing their work plan for their project.
    - The teacher does a diagnostic assessment by initiating a discussion and then observing students discussing how their project development is coming, relevant resources they have found, and the different problems they have encountered throughout their project so far.
  + **2 other potential assessments:**
    - The instructor could do another formative assessment and have graded the student’s sources.
    - Instructor could have graded the portfolios as students progressed with them as a diagnostic and formative assessment.

[Madeline] **Identify/discuss at least three differentiated instruction (DI) modifications you could make to this lesson(s) to accommodate diverse learners. See Chapter 6 in the *Understanding by Design* textbook for numerous strategies to differentiate the content, process or product of a lesson.**

* + **Three DI modifications:**

The element of time is a potential differentiated instruction modification to help accommodate students. Adjusting or negotiating with students who provide great work, and show hard work, but work slowly would benefit this differentiated element. This DI also benefits the advanced students by helping further master the product/subject/ or process. Finally, the element of time as a differentiated instruction can be used to help those students who have gaps in the background knowledge rather than assuming there is no time to help them catch up.

A second differentiated instruction modification I think would benefit this lesson plan is student groupings. Student groupings allow for the teacher move and help all groups quickly because the groups should be pre assigned and include a variety of learners. Because the groups are varied learning levels, this method benefits all students; strong can help weaker students as well as average to weaker, and sometimes even the weaker students help the average. Student groupings also allow for targeted instruction by readiness, extension of ideas by mixed readiness, exploration of shared interests, expansion of interests.

A final modification that could be used as a later effort is tiering. Tiering allows for students to work with the same essential knowledge, understanding, and skill, but at different levels of difficulty. It uses their current proficiency with ideas and skills, and enables students to work with critical content and an appropriate challenge level.

* [Chad] **Extensions:**

One of the first extensions I would do would relate to the imaginative entry.  I would have the student’s research and role play Billy the Kid.  I believe the students will grasp and understand the history of Billy the Kid if they actually had to act out some of his most famous pieces of history.  With this extension, the students will have to look more into the life of Billy the Kid to be able to act out who he is for the rest of the class to understand who Billy the Kid was.

**Lesson plan used:**

Week Three:

1.Once students have demonstrated success in identifying relevant, meaningful sources for their themes, and the teacher has provided feedback to help them build a portfolio of useful sources linked to their Core Historical Themes and Topics, the groups should identify the project format or its Mode of Expression.

2.Discuss the general requirements, schedule, possible mode of expression product ideas, and evaluation.

3.Students develop a work plan for their project.

From Concept to Completion will help students define and assign responsibility for products that comprise their project.

At this point, facilitate exchange of ideas between individuals within groups and among different groups about:

1.how project development is proceeding,

2.sources that appear useful for various projects, and

3.problem-solving at different stages of project development.

Create a presentation and post this to the [Oral History page](http://bsusocialstudies2015.wikispaces.com/) on the wiki.

Group 1: [Billy the Kid: Perspectives on an Outlaw](http://www.loc.gov/teachers/classroommaterials/lessons/billy/)